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ABSTRACT

An investigation of the relationship between children's self-concepts and reading achievement involved 117 fifth grade students in an urban, low socioeconomic area. Reading achievement information was obtained from records of the children's performance cn the reading subtests of the Metropolitan Achievement Test, and information concerning self-concept was gathered through the use of the Piers-Harris Children's Self-Concept Scale. The analysis of the data based on the Pearson Product-Moment Correlation revealed a significant positive relationship between reading achievement and self-concept scores. (Appendixes contain tables of data.) (FL)

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READING ACHIEVEMENT AND SELF-CONCEPT OF FIFTH GRADE STUDENTS

by

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CHAPTER I

INTRODUCTION TO THE STUDY

INTRODUCTION

For many years, there has been much concern among parents, educators and psychologists about the way the child feels toward himself. The way the child views himself is often related to the lack of satisfactory reading achievement. For those educators who provide guidance for children, there is a continuous need to gain insight into the necessity and relevance of a positive self-concept.

STATEMENT OF THE PROBLEM

What is the relationship between the child's self-concept and his reading achievement?

HYPOTHESIS

There is a significant positive relationship between the child's self-concept and his reading achievement.

SIGNIFICANCE OF THE PROBLEM

The study attempted to investigate whether there is a significant relationship between the pupil's self-concept and his reading achievement in an urban, low socio-economic area. This study could become pertinent to the improvement

of reading in the writer's school. It could provide information that would increase awareness of the need to improve the student's self-concept in a low socio-economic area. It is significant to all educators who are in a position to promote the academic success of children. Finally, and perhaps most important, the conclusion of the investigation will enhance the performance of the author in working with children.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationship between the child's self-concept and his reading achievement in an urban, low socio-economic area, on a fifth grade level. The writer investigated the answer to the question, "What is the relationship between the child's self-concept and his reading achievement?" The author hoped that the results of this study would be pertinent and utilized in the school district where the investigation was done.

ASSUMPTIONS

It is assumed that the Metropolitan Achievement Test is a reliable and valid measurement of the child's reading achievement. It is further assumed that the Piers-Harris Children's Self-Concept Scale is an accurate and objective measurement of the child's self-concept.

LIMITATIONS

There are many factors in the child's experiential background which influence self-concept, which were not measured. Self-concept is only one of these factors. The tests were administered by different teachers, and the students were exposed to different methods of instruction.

DEFINITION OF IMPORTANT TERMS

Academic Achievement: Achievement in reading.

Reading Achievement: A reading grade level which is measured by a standardized reading test.

Self-Concept: The evaluation one makes of one's self in respect to the ability to achieve in academic tasks in general as compared to the others engaged in the same task (Brookover, 1967).

Test: A standardized measurement of ability or achievement.

Urban: (Low Socio-Economic Status) Criteria based on a city area school receiving Title I assistance with a preponderance of low income families (Norma Trowbridge, 1972).

SUMMARY

This chapter focused on the statement of the problem, the

hypothesis, the significance of the problem, the purpose of the study, the assumptions and limitations, and definition of important terms that were pertinent to the study.

CHAPTER II

Review of Related Literature

INTRODUCTION

There is an abundance of research which indicates that there is a significant relationship between the self-concept and the academic achievement of children. Wylie (1961) has an excellent review of studies on self-concept prior to 1960. Since 1960, there has been a considerable number of studies to investigate the relationship between self-concept and academic achievement. "Overall, the research evidence clearly shows a persistent and significant relationship between the self-concept and academic achievement" (Purkey, 1970).

RELATED RESEARCH

Many studies have supported the idea that the way a child feels toward himself has a great effect upon his ability to learn. In 1979, Akande studied the relaticnship of self-concept and reading achievement of ninth grade students. The subjects of the study were seventy-one students from the Mississippi City School System. The students were administered the California Reading Test and the Tennessee Self-Concept Scale. The analysis of variance was utilized to analyze the data, and the .05 level of significance was employed to test the hypotheses. The results indicated that there were significant differences in self-concept and reading

achievement.

Askew (1979) conducted an investigation to determine if there were significant differences on measures of self-concept and academic achievement with respect to the identification of sex, age and varying shades of skin color among black children. The subjects involved in the study were third and sixth grade pupils attending elementary schools in Washington, D.C. There were 140 black children that participated in the study. The subjects were given the Doll Test (to determine skin color), the Piers-Harris Children's Self-Concept Scale, and the Iowa Test of Basic Skills. The findings of the study were based on a statistical analysis of the data. The results revealed that older subjects have a higher self-concept than younger subjects, and there was a significant relationship between self-concept and academic achievement.

Legette (1979) examined closely 374 students in seventh, ninth and eleventh grades. The study focused on self-concept as it relates to academic achievement, as it might vary from sex, race, grade level (age) or from one socio-economic group to another. The Piers-Harris Children's Self-Concept Scale, The Self-Concept of Ability Scale and the Cooper Smith Self-Esteem Inventory were administered to the subjects. Pearson's correlations were computed between the student's self-concept scores and their grade point average. The findings reaffirmed that the self-concept does bear a statistical relationship to success in school.

A 1978 investigation by Felton focused on the relationship of

self-concept to a child's perception of his reading abilities in relationship to his peers, to his perception of his ability to use specific skills in reading on the third and sixth grade levels. The population was composed of forty-five third graders and thirty-eight sixth graders from Beckwith School, Grand Rapids, Michigan. The students were administered the Coopersmith Self-Esteem, the Self-Analysis Reading Test, the Bader Individual Reading Analysis and the reading subtests from the Metropolitan Achievement Test. The data was analyzed by the Spearman Rank-Correlation Coefficient and by the Mann-Whitney U Test. The findings revealed that a positive significant relationship was found for the sixth grade students.

Clayor's study (1978) was done to find out if students attending inner-city schools have a good attitude towards reading, feel good about themselves, and maintain self-discipline. The subjects of the study were 284 students placed in the Elementary School Counseling Component of the school district's Disadvantaged Pupil Program Fund. The instruments used were the Self Observation Scale, the Survey of Reading Attitudes, the Comprehensive Tests of Basic Skills, and the Devereux Elementary School Behavior Rating Scale. The method of canonical correlation was used to determine the relationship between the tests and the observed variables. The findings indicated that the students' attitude, behavior, and the way he sees himself were highly related to reading achievement.

Zeichner (1978) investigated the relationship between the quality of student's group membership and four student outcomes (reading achievement, self-concept, attitude towards school, and anxiety). He studied 621 fifth and sixth graders. The results indicated significant main effects that were found for group membership and social structure.

Rogers and others (1978) reported on the relationship between self-concept and comparative achievement rating. They studied 159 under-achievers in self-contained classrooms. When achievement ratings were considered, both reading and mathematics achievement were significantly related to self-concept. When comparative achievement was not considered, only reading achievement was related to self-concept.

Garden (1978) focused on a demonstration project that was developed to investigate the effects on reading achievement, self-concept, attitudes towards school and the behavior of the participants. The subjects were twenty fourth-graders and thirty-two third graders who participated as tutors in the project. Twenty second-graders and thirty-two first-graders were selected as subjects to be tutored. The sample was taken from a predominantly black and low socio-economic strata. The California Reading Test Upper Primary (Forms W and X) and the Bill's Elementary School Index of Adjustment and Values were administered to the students. The results indicated positive changes developed in the area of reading for the experimental groups. It was found that experimental tutor groups made

gains in self-concept greater than those of their control counter parts.

Stopper (1978) evaluated the relationship between self-concept, school achievement, sex and grade level of three groups of elementary students. The total enrollment of 373 students in grades two, four, and six from three elementary schools were studied. The Young Children's Self-Concept Scale, and the Self-Concept and Motivation Inventory (given to the second graders); The Piers-Harris Children's Self-Concept Scale, and the Self-Concept and Motivation Inventory (given to the fourth and sixth graders); the Short Form Test of the California Test of Mental Ability and the Comprehensive Test of Basic Skills Expanded Edition (given to all the students) were administered to the students. The Pearson Product-Moment Coefficient of Correlation was computed and analyzed. The results indicated no significant relationship between self-concept and achievement in school.

In a 1977 study, Fitzpatrick researched the effects of selected value clarifying strategies on self-concept and reading achievement of seventh grade students. She designed and utilized a control group which was administered as a pretest-posttest. The treatment groups experienced sixteen sessions, one hour per week, of selected value clarifying strategies. The control groups were given the same learning experience as the treatment group, but did not experience a treatment. The results demonstrated that the treatment groups

achieved significantly higher scores than the control groups on three measuring instruments, (The Piers-Harris Children's Self-Concept Scale, The California Test of Personality, Forms AA and BB, and Reading Efficiency, Forms E and F), used in the study. It was concluded that the clarifying strategies had a significant influence on self-concept and reading achievement in the study.

Kibby's study (1977) supports the premise that children's attitudes towards reading and concepts of themselves as readers reflect their classroom status as readers rather than their actual reading ability. His study was conducted in a midwestern suburban school, drawing on pupils from a low middle class. The subjects were children in four second-grade classrooms which were homogeneously grouped. The study made use of an attitude inventory, self-concept inventory, structured interviews and observed behaviors. It was concluded that the subjects' concepts of themselves as readers, and their verbally and behaviorally expressed attitudes towards reading, reflect classroom status as a reader--not actual reading ability.

Singh (1977) examined the possible relationships between moral judgment, self-concept, and reading achievement of randomly selected fifth grade students from Mississippi. Eighty-one students participated in the study. The students were given the Piaget's Moral Judgment Dilemmas, the Coopersmith Self-Esteem Inventory, and the California Achievement Test. The Statistical Package for Social

Sciences was used to compute the data. The data presented in the study indicated there was a significant and positive relationship between self-concept scores and reading achievement scores of the subjects.

Porter (1977) examined the relationship between self-concept and achievement in reading of third through sixth grades. The total sample of the study was 159 students from Tyler Independent School District of Tyler, Texas. The students were given the Iowa Tests of Basic Skills and the Piers-Harris Children's Self-Concept Scale. The Pearson Product-Moment Correlation was used to examine the results of the data. The findings indicated significant differences between self-concept and achievement in reading.

Caselli (1977) investigated the degree of relationship between self-concept over a period of time, to changes in reading achievement. The population included forty, first grade students from South Dakota. Self-concept was measured by the Self-Concept and Motivation Inventory. To measure reading achievement, the Woodcock Reading Mastery Test (Word Identification and Passage Comprehension) was administered. The data was analyzed by a "Cross-Legged Panel Correlation" and by means of a Pearson Product-Moment Correlation. The results revealed changes in self-concept over a period of time were related to reading achievement with significance at the .05 level.

Nichols (1977) conducted a study to determine if significant relationship existed between measures of self-concept, inferred

self-concept, and academic achievement for a group of fifth grade students. The subjects were fifty students from Mississippi. The students were administered the Florida Key (measured inferred self-control), the Piers-Harris Children's Self-Concept Scale, and the California Achievement Test. The data was analyzed by the Pearson Product-Moment Correlation Coefficient. The results revealed no significant relationship between self-report, self-concept and academic achievement.

Samels (1977) conducted a study in which the variables of race, sex, and social class were controlled. Reading was found to be associated with a positive self-concept. It was reported that significant correlations between self-concept and reading achievement were obtained.

Pine (1976) investigated and described the relationship between and among classroom organization, self-concept and reading achievement in the first grade. The sample used twelve classrooms; six were organized according to traditional patterns and six were activity centered. The traditional classrooms were those in which the curriculum and instructional program were determined by the teacher to the degree that the children had to adjust themselves to it. The activity-centered classrooms were those in which instruction was geared to meet individual needs. The sample was administered the Murphy-Durrell Reading Readiness Analysis, the Thomas Self-Concept Values Test, the reading subtests of the

Metropolitan Achievement Test, and the Pintner Cunningham Primary Test. It was concluded that activity-centered informal education enhances students' self-concept and produces reading achievement scores equal to or higher than those obtained by children in traditional first grade classrooms.

White (1977) conducted a study with sixty-eight fifth and sixth graders wherein the relationship between self-concept, need achievement, and reading achievement, and the effects of a supplementary program designed to enhance self-concept and need achievement were measured. The California Reading Test, Piers-Harris Children's Self-Concept Scale, the Socio-Cultural Experience Checklist, and the Need Achievement Checklists were administered to the children. The pupils were divided into control and experimental groups. The experimental group was taught through the school's adopted reading programs and supplementary programs designed to enhance self-concept and need achievement. The control group was exposed only to the school's adopted reading program. As measured by the Studies Need Achievement, results showed that the experimental program was a useful predictor of reading achievement but not self-concept.

A study conducted by Cuchens in 1975 reported on the relationship between affective measures and reading success of low income, black children. The reading teacher in four middle schools identified low income, black students in grades six, seven and eight who met specified criterial for success or failure in reading. The

results from a series of affective tests indicated that significant relationship existed between low income, black children's success in reading and their perceptions of their reading teachers' attitudes towards them, attitudes towards school and school work, towards reading and towards their reading classes, perceptions of their parents' attitudes towards school, and self-concept as measured by the How I See Myself Scale.

Cooper (1975) used the Self-Observation Scale (SOS) primary and intermediate levels, to determine whether the self-concept items that were most predictive of reading achievement varied among sex-race-grade subsamples, and to examine specific item contents in order to focus upon the nature of the relationship between reading achievement and self-concept. The study utilized 5,990 children whose reading achievement data were recorded by their teachers during the process of validating and establishing norms from the SOS. The hypotheses were rejected.

An investigation by Lund and Ivanoff (1974) studied 277 incoming freshmen as subjects. The study was designed to determine differences in measured self-concept among college freshmen grouped by demonstrated reading ability, by sex, and enrollment in a reading skills program. It was found that there were significant differences in measured self-concept between the various groups. The greatest difference was found between those that did and those that did not enroll in a reading skill course.

Duff and Swick (1974) hypothesized that pupil tutors can be a valuable instructional resourse at the primary grade level. The authors worked with disadvantaged children in a summer school program, and attempted to find the effects of an organized and highly structural tutorial program on reading achievement scores and self-concept scores of both tutor and tutee. The standardized tests (Metropolitan Achievement Test, Forms F and H, The More Like Me Scale for Young Children and the Children's Self-Descriptive Scale) were used to measure reading achievement and self-concept gains among the students. The results indicated that reading achievement gains for both the tutors and the tutees were significant; however, self-concept gains were not statistically significant.

Olsen and Mangieri (1973-1974) conducted two research investigations which utilized 188 black and white students to ascertain the relationship between self-concept and reading proficiency. The results of the studies indicated that students reading at or above grade placement were found to have a significantly more favorable self-concept of academical ability score than the students reading below grade placement.

Williams (1973) investigated 133 first grade students (twenty-five percent Hispanic, seventy-five percent Anglo, and fifty percent male, fifty percent female). She found no significant correlations between objective scores of young children's self-concept and their first or second grade reading achievement. The

self-concept score correlated with other predictor variables such as, ethnic background, intelligence and reading readiness, were essentially zero. Intelligence quotients, reading readiness and ethnic background were related to reading achievement in a highly significant manner.

The Schnee (1972) study was based on 310 eighth graders, and 178 fifth graders, wherein he correlated the relationship between self-esteem, achievement and intelligence quotient. The Stanford Achievement Tests, the Otis-Lennon Mental Abilities Test were administered to obtain the I.Q. and achievement scores. The Coopersmith Self-Esteem Inventory was used to measure the self-esteem of the fifth graders. A comparable test was developed and validated by the author for the eighth grade. The I.Q. scores correlated with only two of the achievement subtest and self-esteem correlated with none. The hypothesis was rejected for both groups. The results indicated that I.Q. and self-esteem are not related generally, however, there was a positive relationship between achievement and self-esteem.

Lewis (1972) researched the relationship of self-concept to reading achievement. The purpose of her study was to determine whether there was a significant difference in the self-concept scores of first grade children receiving self-concept training and those not receiving training; and whether there was significant correlation between self-concept gains scores and reading achieve-

ment gain scores. The samples were 47 first-grade children, of varying socio-economic and racial backgrounds randomly selected from schools paired geographically. A control group design was used, and the Thomas Self-Concept Values Test was used as the self-concept measure. The training program consisted of an awareness program developed by Science Research Associates and based on Krathwohl's Taxonomy of Affective Objectives. First-grade reading consisted of the implementation of a new program utilizing Lippincott's Basic Reading Materials. The results indicated that there were no significant differences in reading-achievement gains; there were no significant gains in self-concept between the groups; and there was no significant correlation between self-concept scores and reading scores.

SUMMARY

Most of the studies tend to support the concept that there is a significant relationship between self-concept and academic achievement. However, a few studies presented evidence of conflicting results. Few of the studies provided overwhelming evidence in any direction, yet, the combined evidence suggests that a significant relationship exists between self-concept and reading achievement.

CHAPTER III

DESIGN OF THE STUDY

INTRODUCTION

This study was designed to determine the relationship between self-concept and reading achievement. From the review of the literature, it was expected that the poor reader will exemplify poor self-concept.

PROCEDURES USED

The sample consisted of six sections of fifth graders from a low socio-economic area in New Jersey. There were fifty-one boys, and sixty-six girls. The racial composition of the sample included: forty-three black boys, two white boys, and six Puerto Rican boys, fifty-eight black girls, three white girls and five Puerto Rican girls. The total sample was composed of 117 fifth graders.

The researcher was employed as an instructor of the fourth grade at the time of this study. The author had been teaching in the school system for eight years.

SOURCE OF DATA

The measurement of the variable in this study was accomplished by the use of two primary instruments: (1) The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself, 1969), and (2) The Metropolitan Achievement Test, Form G (1971). The Piers-Harris Children's Self-Concept Scale (1969) was used to measure the students self-concept, and the reading subtest (word knowledge and reading) from the Metropolitan Achievement Test was used to measure reading achievement.

METHOD OF GATHERING DATA

The researcher was granted permission from the school system to use the reading subtests of the Metropolitan Achievement Test, Form G (1971) from the cumulative folders of the students, which were administered at the end of the school year 1978-1979. At the beginning of the school year 1979-1980, each of the students were administered the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself, 1969).

The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself, 1969) was administered by the homeroom teachers of the students. Each student was given a test booklet to record their response. The directions were read orally to the students twice, while the students read them silently. All questions

were read orally twice by the instructors. The students were encouraged to be honest. The test was then hand scored by the researcher.

The total raw scores were used from both the reading subtests of the Metropolitan Achievement Test, Form G (1971), and the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself, 1969).

The Pearson Product-Moment Correlation was used to determine the relationship between the reading achievement and self-concept.

DESCRIPTION OF DATA GATHERING INSTRUMENTS USED

The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself, 1969). This instrument was prepared by Ellen V. Piers and Dale B. Harris to measure self-concept in Grades 3-12. The scale consists of eighty first-person declarative statements to which the students respond "yes" or "no". Slightly more than half of the statements are worded to indicate a negative self-concept and almost half of the statements are worded to indicate a positive self-concept.

The scale was standardized on 1,183 children in grades 4-12 of one Pennsylvania school district. The internal consistency of the scale ranges from .78 to .93 and retest reliability from .71 to .77. Based on the content validity, the scale seems suited

for both black and white children.

The Metropolitan Achievement Test, Form G, (MAT) was published by Harcourt Brace Jovanovich, Incorporated in 1971. The prepublication research extended over a three year period, involved approximately 250,000 pupils and their teachers. The test was designed to evaluate what is being taught in today's schools.

The MAT was empirically standardized at two times during the year, in October, and in April of the 1969-1970 school year. All pupils in the Standardization took the Otis-Lennon Mental Ability Test and the appropriate battery level of the MAT. The standardization samples were selected to represent the national population in terms of geographic region, size of city, socio-economic status, and public vs non-public schools.

The validity of the test is defined primarily in terms of content validity. A test has content validity if the test items adequately cover the curricular area that the test is supposed to evaluate. The reliability data for elementary battery was corrected by the Spearman-Brown Formula, Saupe's estimate of Kuder-Richardson Formula 20 reliability, and standard errors of measurement in terms of raw score, standard score and grade equivalent.

The MAT has nine subtests which include: (1) Word Knowledge, (2) Reading, (3) Language, (4) Spelling, (5) Mathematics Computations, (6) Mathematics Concepts, (7) Mathematics Problem

Solving, (8) Science, and (9) Social Studies. The Word Knowledge and Reading subtests are added together for a total Reading score. The number of correct items obtained on the test is the raw score.

The Word Knowledge subtest consists of fifty sentences with an underlined word. The student demonstrates his knowledge of the underlined word by choosing from four possible answers which best completes each sentence.

The Reading subtest contains eight short stories and forty-five questions about the stories. The student reads each of the stories and each question about the stories, then choose the best response from among four possible answers.

The students can record the responses to the MAT on an answer sheet or in the test booklet. When the test is hand scored, the student usually records the responses in the test booklet. When the test is machine scored, the responses are usually recorded on an answer sheet.

SUMMARY

This chapter explained in detail the procedures and instruments utilized in determining the relationship between self-concept and reading achievement. The population consisted of 117 fifth grade students from an urban, low socio-economic area in New Jersey. The two instruments used were the Piers-Harris

Children's Self-Concept Scale (The Way I Feel About Myself, 1969), and the reading subtests of the Metropolitan Achievement Test, Form G, (1971).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

This chapter presented the statistical results of the study which dealt with the correlation of reading achievement and self-concept.

THE ANALYSIS

The data gathered by the methods described in Chapter III was analyzed. Also, computations were made to determine the significance of the relationship of the data (see data in Appendix B).

The correlation coefficient calculated by the Pearson Product-Moment Correlation yielded a low correlation of $r = .26$. Using the Z transformation, the correlation was highly significant, $P < .01$.

This means that there is a significant relationship between reading achievement and self-concept of this sample population; and the hypothesis that there is a significant positive relationship between the child's self-concept and his reading achievement was accepted. Correlation, however, does not infer cause.

SUMMARY

The analysis of the data based on the Pearson Product-Moment Correlation revealed a significant relationship between reading achievement and self-concept scores for this sample population.

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

This chapter summarizes the research study discussed in the previous chapters. It also discusses the major findings and conclusions along with recommendations for further research.

RESTATEMENT OF THE PROBLEM

What is the relationship between the child's self-concept and his reading achievement?

DESCRIPTION OF PROCEDURES USED

The Metropolitan Achievement Test (reading subtest) and the Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) were used to determine the relationship between self-concept and reading achievement. An available sample was used, consisting of one hundred and seventeen fifth grade students from an urban, low socio-economic area. The Pearson Product-Moment Correlation was used to determine the relationship between the reading achievement and self concept.

PRINCIPLE FINDINGS AND CONCLUSIONS

The analysis of the reading and self-concept scores using the Pearson Product-Moment Correlation yielded a correlation of $r = .264$. Although low, this correlation was statistically significant at the .01 level. It was, therefore, concluded that a highly significant relationship existed between the reading achievement and the self-concept for this sample population.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations are made:

1. Further study is needed to determine whether there exists a positive significant correlation between

self-concept and reading achievement in a larger population sample.

2. Further investigation is needed into the effectiveness of supplementary programs designed to enhance self-concept and need achievement on reading achievement.
3. Further investigation using additional grade levels in a longitudinal study should be studied.
4. More programs and materials which are specifically designed for improving the self-concept of children need to be developed and monitored.

SUMMARY

In order to determine the relationship of self-concept and reading achievement, the researcher used an available sample of fifth grade students from an urban, low socio-economic area. An analysis of the data using the Pearson Product-Moment Correlation formula with the Z transformation found a highly significant relationship between reading achievement and self-concept. The results of this study yielded a highly significant relationship for the sample population studied.

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THE PEARSON PRODUCT MOMENT CORRELATION

RAW DATA

X is the reading achievement score, and Y is the self-concept score.

Student	X	Y	X^2	Y^2	XY
1	45	62	2025	3844	2790
2	39	63	1521	3969	2457
3	69	42	4761	1764	2898
4	64	57	4096	3249	3648
5	34	38	1156	1444	1292
6	70	61	4900	3721	4270
7	67	50	4489	2500	3350
8	57	60	3249	3600	3420
9	42	54	1764	2916	2268
10	74	57	5476	3249	4218
11	55	68	3025	4624	3740
12	21	61	441	3721	1281
13	80	43	6400	1849	3340
14	53	46	2809	2116	2438
15	55	71	3025	5041	3905
16	38	43	1444	1849	1634
17	58	54	3364	2916	3132
18	19	35	361	1225	665
19	70	76	4900	5776	5320

Student	X	Y	X^2	Y^2	XY
20	54	50	2916	2500	2700
21	59	74	3481	5476	4366
22	29	68	841	4624	1972
23	53	59	2809	3481	3127
24	22	38	484	1444	836
25	64	67	4096	4489	4288
26	18	48	324	2304	864
27	52	56	2704	3136	2912
28	64	54	4096	2916	3456
29	37	68	1369	4624	2516
30	61	67	3721	4489	4087
31	49	65	2401	4225	3185
32	45	21	2025	441	945
33	49	73	2401	5329	3577
34	47	61	2209	3721	2867
35	43	37	1849	1369	1591
36	52	58	2704	3364	3016
37	57	55	3249	3025	3135
38	33	54	1089	2916	1782
39	14	36	196	1296	504
40	69	56	4761	3136	3864
41	58	65	3364	4225	3770
42	51	70	2601	4900	3570
43	43	27	1849	729	1161

Student	X	Y	X^2	Y^2	XY
44	47	65	2209	4225	3055
45	55	55	3025	3025	3025
46	43	46	1849	2116	1978
47	13	57	169	3249	741
48	59	51	3481	2601	3009
49	27	48	729	2304	1296
50	33	69	1089	4761	2277
51	52	60	2704	3600	3120
52	65	73	4225	5329	4745
53	42	32	1764	1024	1344
54	69	53	4761	2704	3588
55	53	52	2809	2704	2756
56	58	40	3364	1600	2320
57	36	61	1296	3721	2196
58	42	50	1764	2500	2100
59	44	48	1936	2304	2112
60	42	33	1764	1089	1386
61	81	62	6561	3844	5022
62	62	67	3844	4489	4154
63	30	57	900	3249	1710
64	63	52	3969	2704	3276
65	58	63	3364	3969	3654
66	52	68	2704	4624	3536
67	59	42	3481	1764	2478

Student	X	Y	X^2	Y^2	XY
68	35	50	1225	2500	1750
69	44	39	1936	1521	1716
70	68	64	4624	4096	4352
71	41	57	2209	3249	2679
72	57	31	3249	961	1767
73	80	58	6400	3364	4640
74	66	76	4356	5776	5016
75	34	57	1156	3249	1938
76	33	51	1089	2601	1683
77	76	57	5776	3249	4332
78	37	58	1369	3364	2146
79	42	54	1764	2916	2268
80	53	69	2809	4761	3657
81	64	72	4096	5184	4608
82	63	63	3969	3969	3969
83	79	76	6241	5776	6004
84	44	40	1936	1600	1760
85	45	76	2025	5776	3420
86	11	54	121	2916	594
87	65	76	4225	5776	4940
88	61	64	3721	4096	3904
89	49	59	2401	3481	2891
90	56	68	3136	4624	3808
91	60	57	3600	3249	3420

Student	X	Y	X^2	Y^2	XY
92	43	48	1849	2304	2064
93	55	69	3025	4761	3795
94	53	74	2809	5476	3922
95	72	51	5184	2601	3672
96	37	44	1369	1936	1628
97	42	52	1764	2704	2184
98	19	67	361	4489	1273
99	57	59	3249	3481	3363
100	85	43	7225	1849	3655
101	31	39	961	1521	1209
102	20	47	400	2209	940
103	64	67	4096	4489	4288
104	81	50	6561	2500	4050
105	32	38	1024	1444	1216
106	74	55	5476	3025	4070
107	70	68	4900	4624	4760
108	46	56	2116	3136	2576
109	68	63	4624	3969	4284
110	34	57	1156	3249	1938
111	56	40	3136	1600	2240
112	61	53	3721	2809	3233
113	39	52	1521	2704	2028
114	35	71	1225	5041	2485
115	69	62	4761	3844	4278

Student	X	Y	X^2	Y^2	XY
116	61	52	3721	2704	3172
117	60	55	3600	3025	3300
Totals	5,951	6,529	333,773	380,579	338,020

$N = 117$

$$r = \frac{E\,X\,Y - \frac{(E\,X)\,(E\,Y)}{N}}{\sqrt{(E\,X^2 - \frac{(E\,X)^2}{N})\,(E\,Y^2 - \frac{(E\,Y)^2}{N})}}$$

$$= \frac{338020 - \frac{(5951)\,(6529)}{117}}{\sqrt{(333773 - \frac{(5951)^2}{117})\,(380579 - \frac{(6529)^2}{117})}}$$

$$= \frac{338020 - \frac{38854079}{117}}{\sqrt{(333773 - \frac{35414401}{117})\,(380579 - \frac{42627841}{117})}}$$

$$= \frac{338020 - 33206.15}{\sqrt{(333773 - 302687.19)\,(380579 - 364340.52)}}$$

$$= \frac{5933.85}{\sqrt{(31085.81)\,(16238.48)}}$$

$$r = \frac{5933.85}{\sqrt{504786304}}$$

$$= \frac{5933.85}{\sqrt{22467.45}}$$

$$= .264108$$

$r = .264$

The evaluation of significance of coefficient r is low to slight.

The Z Transformation

$$Z = r\sqrt{n - 1}$$

$$= (.264)\ \sqrt{117 - 1}$$

$$= (.264)\ \sqrt{116}$$

$$= (.264)\quad (10.77)$$

$$= 2.84436$$

$$= 2.84$$

2.84 = .4977 (The value of 2.84 was taken from the Z table).

$$\begin{array}{r} .4977 \\ \times\ \ 2 \\ \hline .9954 \end{array}$$

$P < .01$, therefore the correlation was highly significant.